

Pupil premium strategy statement – Beacon Primary Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2026/2027/2028
Date this statement was published	April 2026
Date on which it will be reviewed	April 2027
Statement authorised by	Miss Laura Turner
Pupil premium lead	Miss Amy Short
Governor / Trustee lead	Emma Nuttall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,930
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£134,930

Part A: Pupil premium strategy plan

Statement of intent

Beacon Primary Academy is an inclusive, nurturing one form entry primary school where high expectations, ambition and care for our pupils and families sit at the heart of all that we do. With a significant proportion of our pupils eligible for pupil premium funding, we recognise the moral and professional responsibility we hold to ensure that disadvantage does not limit aspiration, achievement or future life chances.

Our intent is to ensure that all disadvantaged pupils, including those who may experience multiple barriers such as social disadvantage, speech and language needs, emotional wellbeing challenges or inconsistent attendance, make strong progress from their individual starting points. We aim to diminish differences between disadvantaged pupils and their peers by ensuring access to high-quality teaching, an ambitious curriculum and timely, targeted support.

We believe that high-quality teaching is the most powerful lever for improving outcomes for disadvantaged pupils. Our pupil premium strategy is therefore underpinned by an unwavering focus on classroom practice, curriculum quality and staff expertise. Disadvantaged pupils have access to our most experienced staff, evidence-informed approaches and carefully targeted interventions which are closely matched to pupils' identified needs.

Language development is a central priority within our strategy. We recognise the impact that limited vocabulary, oracy and early language experiences can have on pupils' confidence and attainment. Our curriculum and interventions prioritise the development of speech, language, communication and reading to ensure pupils can access learning, articulate their thinking and engage positively with others.

We adopt a whole child approach, recognising that academic success is closely linked to pupils' emotional wellbeing, self-regulation and sense of belonging. Targeted pastoral support, enriched curriculum experiences and strong multi-agency partnerships ensure pupils are supported to manage their emotions, build resilience and develop positive relationships, enabling them to be ready to learn.

Improving attendance and engagement remains a key strategic priority. Through proactive support for families, close monitoring and targeted intervention, we aim to ensure that disadvantaged pupils attend regularly and benefit fully from the curriculum, enrichment and wider school life.

Our pupil premium strategy is underpinned by evidence-based practice and is subject to regular review and evaluation. Staff at all levels understand the impact of disadvantage and their role in addressing it. Through purposeful quality assurance and clear accountability, we ensure that pupil

premium funding is used effectively, transparently and with a relentless focus on improving outcomes for disadvantaged pupils and preparing them confidently for the next stage of their education.

The details of the plan are outlined below.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Pupils require additional support to achieve their potential – academically, socially and emotionally.
2	Observation and discussion with pupils indicate children have limited vocabulary and oral skills. This can be through restricted life experiences/lack of communication at home and can impact their ability to express themselves with ease.
3	Parental engagement is inconsistent but overall parental supporting reading and other key aspects of learning is declining.
4	Many children in our pupil premium cohort face a range of challenges we class as multiple deprivation. Our assessments, observations and discussions with pupils and families have identified social and emotional needs for many pupils as well as communication and interaction needs. These challenges particularly affect the disadvantaged cohort, including their attainment. Pupils' contexts impact their ability to self-regulate in an age-appropriate way and can manifest in certain behaviours.
5	Our assessment and observations indicate that within our academy, disadvantaged pupils' attainments are below that of non-disadvantaged pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
PP to achieve in line with their peers PP cohort make good progress across RWM from their starting points to diminish/close the gap in attainment between PP v non-PP	Engagement in lessons, books look, ongoing formative assessments, other data provides evidence of improvements for disadvantaged pupils. Pupil data from the end of EYFS and KS1 shows an improving trajectory for PP pupils, with gaps diminishing.
Pupils with the multiple deprivation have their needs addressed and can self-regulate their emotions in an age-appropriate way to promote well-being.	Effective multi agency working has been effective in support pupils. Robust data analysis has been used to provide targeted support which has improve outcomes for pupils. Behaviour data analysis demonstrates an improving picture with a reduction in behaviour logs, suspensions and exclusions.
Pupils have good attendance and punctuality	PP attendance is in line with their peers.
Pupils are well supported academically, socially and emotionally – resulting in being ready for the next stage of their learning journey	Pupils have self-belief and desire to achieve. Pupils are sociable and interact positively with others. Pupils have benefited from the emotional support that they have received and can use the strategies taught to self-regulate and remain calm. Pupils are aware of the strengths and areas of focus – this helps them to be independent in their continued emotional development. The MHST have worked with staff and have termly consultations to identify pupils who may require additional and specific support.
Parental engagement has improved and is supporting pupils with their achievements at school.	Attendance at school events has improved. Improved parental engagement is also evidence through outcomes and pupil/parent voice.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £41,436

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD offered supports inclusive approach to structured intervention offers.	These interventions are targeted, and evidence informed to ensure gaps on closed in learning as well as development and wellbeing. This gives the pupils opportunities to do this outside or inside the classroom environment.	1,4,5
Provide targeted CPD opportunities regarding adaptive teaching and research and methodology that links to the importance of adaptive teaching.	Effective Professional Development EEF Metacognition and Self-Regulated Learning EEF	1,2,4
SEND consultancy to promote an inclusive approach that is targeted to support all staff as well as provide inclusion based CPD and training for teachers and LSA's.	<p>Strengthens leadership capacity and provides strategic decision making alongside the executive principal. This will ensure whole school improvements as well as supporting a structured inclusive intervention offer and the best use of LSA's in the school.</p> Deployment of Teaching Assistants EEF	2, 4
Embed high quality adult/child interactions across the school.	There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversation children have with adults and peers throughout the day in a language rich environment is crucial.	1,4

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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 16,655

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Target identified children for Speech and Language support through the use of Speech and Language Link to promote Oracy and communication needs.</p>	<p>Is to improve speech and language outcomes for all students. We believe boosting speech, language and communication skills will lead to increased life chances.</p> <p>We achieve this by:</p> <ul style="list-style-type: none"> empowering schools to identify students' needs and provide intervention at the right level at the right time. delivering high quality training for school staff. providing a wealth of free resources for use in classrooms. contributing to UK research on SLCN. working to increase everyone's knowledge and awareness of SLCN through our magazines, networks, forums. never sitting back and resting on our laurels. We strive to continue improving and refining our tools based on customer feedback. 	<p>1,2,4</p>
<p>Train staff member min school and then provide 1;1 ELSA sessions for vulnerable pupils led by trained and skilled professional.</p>	<p>Social and emotional learning interventions seeks to improve pupils' decision-making skills, interactions with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and emotional learning EEF</p>	<p>2,4,5</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £76,839

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised visits, visitors and Breakfast Club provision	<p>Many pupils do not have access to activities which promote cultural capital. Provision of good nutrition in the morning promotes a healthy start to the day. EEF (+2/3 months)</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	1,2,3,5
To embed the principles of good practice set out in the DFE advice to improve attendance and reduce PA. Release time for staff to develop and implement new procedures. Continue to make the best use of our Attendance Officer to work with our vulnerable families to	<p>Attendance Officer, as dedicated staff member, supports families, monitors progress and feeds back to SLT (including sending personalised letters and texts as this can support attendance improvement.) Site based Attendance officers work in liaison with Senior Attendance Officer and SLT to focus on improvements.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</p>	2,4

improve attendance.		
To embed and continue to use Skills Builder to increase aspirations and develop life skills. - Implementation of development days as focus for 'aspiration' element of school intent.	CDI Framework based on research	4
Employment of a full-time pupil engagement and attendance officer to enhance parent engagement and communication.	This wide-ranging role has strong evidence base for breaking down barriers between home and school, especially for disadvantaged families https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,3,4

Total budgeted cost: £ 41,436 + 16,655 + 76,839 = £134,930

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of Key Stage 2 Outcomes (Previous academic year)

	All Pupils	PP Pupils	Non-PP Pupils
Reading	77%	64%	88%
Writing	80%	78%	81%
Maths	80%	78%	81%
Combined	70%	64%	75%

MTC Outcomes (Previous academic year)

	21+ (Score)
All Pupils	16 Pupils
PP Pupils	5 Pupils
Non-PP Pupils	11 Pupils

Overall Attendance

	Academy (2024-2025)	National (2024-2025)
All pupils	94.5%	94.8%
PP Pupils	92.8%	89.4%
Non-PP Pupils	95.6%	94.6%
Gap PP - NPP	-2.8%	-5.2%

Persistent Absence

	Academy (2024-2025)	National (2024-2025)
All pupils	9.9%	13.5%
PP Pupils	13.8%	13.5%
Non-PP Pupils	7.4%	13.5%
Gap PP - NPP	-6.4%	13.5%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
White Rose Maths	White Rose
Twinkl Resources and Phonics	Twinkl
Kapow	Kapow
Skills Builder	Skills Builder
Grammarsaurus	Grammarsaurus
HFL	HFL
PIXL	PIXL
One Decision	One Decision
Widget	Widget
TT RockStars	TT Rockstars

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

In addition to the Pupil Premium-funded activities outlined above, we have established clearer expectations around effective practice. A strong focus has been placed on supporting teachers and teaching assistants to develop their professional practice through high-quality training in specialist areas. This approach enables staff to develop expertise and share effective practice across the school. We have used the EEF's implementation guidance to inform our planning and have established a robust evaluation framework to support our three-year strategy. This will allow us to monitor impact, make informed adjustments and drive continuous improvement to secure better outcomes for pupils over time.